

Horbury Primary Academy



Accessibility Plan

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010. Part 5a of the DDA 1995 requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan sets out how the Governing Body will improve equality of opportunity for disabled people. Horbury Primary Academy has due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

The Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Curriculum access - Increasing the extent to which disabled pupils can participate in the school curriculum;
- Physical access - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- The access of information - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. For example handouts, timetables, textbooks and information about school events. The information should take account of the pupil's disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This access plan incorporates the school's intention to increase access to education for disabled pupils.

According to the Equality Act 2010 a “disability” is defined as:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Horbury Primary Academy is committed to equal opportunities and inclusion.

This strategy should be considered alongside the following school documents:

- Special Educational Needs and Disability (SEND) offer/information report
- Equal Opportunities Policy

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's **curriculum** by securing relevant staff
- Improving the **physical environment** of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the **delivery of information** to disabled pupils which is already provided to pupils who are not disabled. For example, Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND Policy/Information Report ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychology Service, the SENDCo ensures additional resources are available where appropriate.

The school works closely with specialist services for example including:

- Wakefield Sensory Impairment Team
- Communication Interaction and Access Team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- School Nursing

Improving access to the physical environment of the school

This covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Horbury Primary Academy.

SCHOOL CURRICULUM	Actions to be taken
	<ul style="list-style-type: none"> • To ensure that staff are made aware of the implications of the DDA • Setting suitable learning challenges • Respond to all pupils' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils • To ensure all staff use these to inform differentiated planning and provision across the school • To make all staff aware of available specialist support in the LA • All staff to offer quality first teaching with suitable differentiation and challenge • To identify and clarify further INSET needs • To identify and source training to meet the needs of pupils on role • Additional formal Dyslexia training for speciality staff • Evaluation of the New Curriculum in relation to SEND
	Success criteria
	<ul style="list-style-type: none"> • Evidence noted in planning, lesson observation feedback and via learning walks • Staff aware of available Support Services • Staff access suitable training tailored to their needs • Attendance of staff at appropriate training
	Progress
<ul style="list-style-type: none"> • 5 laptops purchased for pupils with writing/motor difficulties • Staff meeting/training taken place on motor difficulties, SEND legislation and updates, SEND data and trends in school. • SENDCo attended SEND Nuts and Bolts course and SEND forums each term. • KN attended specific dyslexia training course (one morning a week since SEP 16). • New assessment system put in place since SEP 16 to identify pupil's gaps in learning at previous year groups. • Each term staff have been invited to and attended drop in sessions with a number of SEND professionals. 	
Monitoring of plans	
<p>School Senior Leadership Team (SLT)</p>	

PHYSICAL ACCESS	Actions to be taken
	<ul style="list-style-type: none"> • To ensure school and Local Authority (LA) are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities • Learning walks to focus on the access arrangements within classrooms and around school • Pupil voices/pupil views sought by SENDCo and through the creation of 'One Page Profiles' • To continue to monitor potential intake for the following term/year to identify training needs and access advice from relevant agencies • To investigate whiteboard screens and heights to allow all pupils to access touch screen technology • To continue to monitor arrangements for children with sensory, dietary and rigid routine needs • To maintain the lifts • Fire drill modifications e.g Makaton posters/visual aid of fire drill routines
	Success criteria
	<ul style="list-style-type: none"> • All identified standards are maintained • Increase in on task activity for identified children and evidence of pupils successfully accessing all school areas • To provide access to training relevant to the whole school and individual pupil needs • Personal Emergency Evacuation Plans (PEEs) in place
	Progress
	<ul style="list-style-type: none"> • School worked along Occupational Therapist to plan for and meet the specific needs of identified pupils • Addition access/mobility aids purchases e.g. alternative toilet seat, steps, writing slopes, ICT equipment • Personal Emergency Evacuation Plans (PEEs) in place for all pupils with identified needs which could make exiting the building difficult • Order of the day cards used across school • One page profiles in place for all pupils on SEND register • SENDCo worked alongside teachers and parents to identify and plan for pupils with sensory needs
Monitoring of plans	
<p>School Senior Leadership Team (SLT) School Business Manager Chair of Governors</p>	

ACCESS TO INFORMATION	Actions to be taken
	<ul style="list-style-type: none"> • To audit current groups of parents and pupils • To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information • Support for parents/carers to access school website where appropriate • Information gathering letter to be created for new pupil pack
	Success criteria
	<ul style="list-style-type: none"> • Create alternative means of communication as needs are identified e.g. strategies for parents meetings • Staff are familiar with technology and practices developed to assist people with disabilities • Implement of weekly 'drop in for parents/carers' to access ICT (Laptop set up weekly in Friday celebration assembly to support for parents in accessing the school website).
	Progress
<ul style="list-style-type: none"> • All pupils' records updated in yearly. Teachers made aware of all pupils medical and SEND needs • Information regarding pupils with emergency medication/health conditions is displayed around school so that all staff are aware of their needs and how to respond in an emergency • Staff training has taken place on administering Epipens, Diabetics pupils and those with Epilepsy. • Staff are aware of some parents who made have difficulty accessing letters and make effort to communicate verbally with them 	
Monitoring of plans	
<p>School Senior Leadership Team (SLT) Office Team (collating and inputting parent/pupil information)</p>	